



# Understanding Rubric Level Progressions

Visual Arts  
Version 01

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## Candidate Support Resource

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**SCALE**

Stanford Center for Assessment, Learning, & Equity

URLP\_VSA\_v01

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## Overview

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edTPA's portfolio is a collection of authentic artifacts and evidence from a candidate's actual teaching practice. *Understanding Rubric Level Progressions* (URLP) is a KEY resource that is designed to describe the meaning behind the rubrics. A close read of the following URLP sections will help program faculty and supervisors internalize the criteria and level distinctions for each rubric.

This document is intended as a resource for program faculty and supervisors who are supporting candidates with edTPA. Faculty and supervisors are strongly encouraged to share this document with candidates and use it to support their understanding of the rubrics, as well as their development as new professionals. The *Understanding Rubric Level Progressions* is intended to enhance, not replace, the support that candidates receive from programs in their preparation for edTPA.

In the next section, we provide definitions and guidelines for making scoring decisions. The remainder of the document presents the score-level distinctions and other information for each edTPA rubric, including:

1. Elaborated explanations for rubric Guiding Questions
2. Definitions of key terms used in rubrics
3. Primary sources of evidence for each rubric
4. Rubric-specific scoring decision rules
5. Examples that distinguish between levels for each rubric: Level 3, below 3 (Levels 1 and 2), and above 3 (Levels 4 and 5).

### Scoring Decision Rules

When evidence falls across multiple levels of the rubric, scorers use the following criteria while making the scoring decision:

1. **Preponderance of Evidence:** When scoring each rubric, scorers must make score decisions based on the evidence provided by candidates and how it matches the rubric level criteria. A pattern of evidence supporting a particular score level has a heavier weight than isolated evidence in another score level.
2. **Multiple Criteria:** In cases where there are two criteria present across rubric levels, greater weight or consideration will be for the criterion named as "primary."
3. **Automatic 1:** Some rubrics have Automatic 1 criteria. These criteria outweigh all other criteria in the specific rubric, as they reflect essential practices related to particular guiding questions. NOTE: Not all criteria for Level 1 are Automatic 1s.

#### **VISUAL ARTS LEARNING SEGMENT FOCUS:**

Candidate's instruction should support students to create, present, or respond to visual art by making connections to interpreting art, developing works of art/design, and/or relating art to context.

## Planning Rubric 1: Planning For Visual Art Learning

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**VA1: How do the candidate's plans build to support students to create, present, or respond to visual art by making connections to interpreting art, developing works of art/design, and/or relating art to context?**

### The Guiding Question

The Guiding Question addresses how a candidate's plans build a learning segment of three to five lessons around a central focus. Candidates will explain how they plan to organize tasks, activities, and/or materials to align with the central focus and the standards/objectives. The planned learning segment must support students to create, present, or respond to visual art by making connections to interpreting art, developing works of art/design, and/or relating art to context.

### Key Concepts of Rubric:

- *Aligned*—Standards, objectives, instructional strategies and learning tasks are "aligned" when they consistently address the same/similar learning outcomes for students.
- *Significant content inaccuracies*—Content flaws in commentary explanations, lesson plans, or instructional materials that will lead to student misunderstandings and the need for reteaching.

### Visual Arts Terms Central to the edTPA:

- *Create visual art*—To produce an artwork in a visual arts genre (e.g., traditional fine arts such as drawing, painting, printmaking, photography, and sculpture; new genres such as works made with appropriated images or materials, social practice artworks that involve the audience, performance art, installations, and artistic interventions in public spaces; media arts including video, film, graphic communications, animation, gaming, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product, and landscape design; and art crafts such as ceramics, fibers, jewelry, and works in wood, paper, and other materials). The creation of a visual artwork can serve a number of instructional goals, including personal creative expression, historical and cultural investigation, response to contemporary social commentary, and creative problem solving in exploration of the meaning of art and culture in post modern times.
- *Develop works of art/design*—Using techniques, methods of experimentation, or investigation
- *Interpret art*—Analyzing art-making approaches, theories, art forms, genres, etc., used to convey meaning
- *Present visual art*—Analyze, select, prepare, and arrange objects, artifacts, or artworks for display. This can include exhibitions, portfolios, publications, or digital formats of their own works or the work of others. Artist statements may be part of the presentation.
- *Relating art to context*—Context can include personal, social, cultural, or historical perspectives.
- *Respond to visual art*—Experience, analyze, interpret, or reflect on artistic ideas and work, either individually or collaboratively. This includes opportunities for students to analyze and gain insights into how visual imagery and material culture shape understanding of the world.

- *Student choice*—Providing opportunities for student choice includes planning to offer a choice of content, methods, or styles when students create, present, or respond to visual art. In this context, providing some form of student choice allows for expression, meaning-making and/or investigation.

### Primary Sources of Evidence:

Context for Learning Information

Planning Commentary **Prompt 1**

Strategic review of Lesson Plans & Instructional Materials

## Scoring Decision Rules

<p>► <b>Multiple Criteria</b></p>	<ul style="list-style-type: none"> <li>■ N/A for this rubric</li> </ul>
<p>► <b>AUTOMATIC 1</b></p>	<ul style="list-style-type: none"> <li>■ Pattern of <b>significant content inaccuracies</b> that are core to the central focus or a key learning objective for the learning segment</li> <li>■ A pattern of misalignment is demonstrated in relation to standards/objectives, learning tasks and materials across two or more lessons</li> </ul>

## Unpacking Rubric Levels

### Level 3

#### Evidence that demonstrates performance at Level 3:

- Plans for instruction are **logically sequenced** to facilitate students' learning.
- Plans are presented in a linear sequence in which **each lesson builds on the previous one(s)** OR a nonlinear sequence, e.g., when an artistic problem is presented and students develop concepts, skills or ideas by reasoning from what they already know to explore a medium or develop an idea.
- In addition, the sequencing of the plans supports students' abilities to create, present or respond to visual art by connecting to at least one of the following components during the learning segment: interpreting art, developing works of art/design and relating art to context. **These connections are explicitly written in the plans or commentary**, and how the connections are made is not left to the determination of the scorer.
- Be sure to pay attention to each component of subject specific emphasis:
  1. Create, present, **or** respond to visual art;
  2. Interpreting art, developing works of art/design **and/or** relating art to context

### Below 3

#### Evidence that demonstrates performance below 3:

- Plans for instruction support student learning of the visual art concepts or procedures but **with little or no** planned instruction to connect the central focus to at least one of the following components: interpreting art, developing works of art/design and relating art to context.

**What distinguishes a Level 2 from a Level 3:** At Level 2,

- The candidate is paying some attention to helping students understand creating, presenting or responding to visual art, but the **connections** to interpreting art, developing works of art/design or relating to art context **are fleeting or vague**, so that students are largely left to make sense of these on their own.
- At Level 2, plans for instruction do not build on each other, e.g., the plans might provide students three days to design and create clay mugs with no direction other than to be creative and have fun. While this activity has some value, the candidate's plans do little to help students build connections between creating, presenting, or responding to art in relation to a central focus or learning outcome and learning to interpret art, develop works of art/design, or relate art to context.

**What distinguishes a Level 1 from a Level 2:** At Level 1,

- The candidate is **focused on facts, production, or step-by-step procedures where there is** little or no attention to assisting students **to interpret art, develop works of art/design, and/or relate art to context.**

**Automatic Score of 1 is given when:**

- There is a pattern of **significant content inaccuracies** that will lead to student misunderstandings. Content flaws in the plans or instructional materials are significant and systematic, and interfere with student learning.
- **Standards, objectives, learning tasks, and materials are not aligned** with each other. There is a pattern of misalignment across two or more lessons. If one standard or objective does not align within the learning segment, this level of misalignment is not significant enough for a Level 1.

**Above 3**

**Evidence that demonstrates performance above Level 3:**

- Learning tasks are designed to support students to create, present, or respond to visual art with clear, **consistent** connections to at least one of the following components: interpreting art, developing works of art/design and/or relating art to context.
- Consistent connections require students to **routinely apply or use knowledge and/or skills in** interpreting art, developing works of art/design, and/or relating art to context as they create, present or respond to visual art throughout the learning segment.
- In addition, the candidate's plans **provide opportunities for student choice** (e.g., of content, methods, or styles that allow for expression, meaning-making, and/or investigation) at some point during the learning segment.

**What distinguishes a Level 4 from a Level 3:** At Level 4,

- In the commentary, the candidate addresses connections between creating, presenting, or responding to visual art and interpreting art, developing works of art/design, or relating art to context **in every lesson.**
- The candidate uses these connections **to deepen student understanding of the central focus.**
- The candidate plans to **provide at least some opportunity for student choice** during the learning segment (e.g., of content, methods or styles that allow for expression, meaning-making, and/or investigation).

**What distinguishes a Level 5 from a Level 4:** At a Level 5, the candidate meets all of Level 4 **AND**

- **Plans include activities and questions that will clearly support students in making these connections themselves.**
- This would include **plans that pose strategic problems and/or questions that lead students to make their own visual art connections** and/or plans where **students develop the habit of looking for connections** between creating, presenting and responding to visual art while interpreting art, developing works of art/design, or relating art to context.

## Planning Rubric 2: Planning to Support Varied Student Learning Needs

**VA2: How does the candidate use knowledge of his/her students to target support for students to create, present, or respond to visual art?**

### The Guiding Question

The Guiding Question addresses how the candidate plans to support students in relationship to students' characteristics. This includes using the candidate's understanding of students to develop, choose, or adapt instructional strategies, learning tasks and materials.

### Key Concepts of Rubric:

- *Planned Supports* include instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate student learning of the central focus.

#### Primary Sources of Evidence:

Context for Learning Information (required supports, modifications, or accommodations)

Planning Commentary **Prompts 2 and 3**

Strategic review of lesson plans and instructional materials to clarify planned supports.

### Scoring Decision Rules

▶ <b>Multiple Criteria</b>	<ul style="list-style-type: none"> <li>▪ N/A for this rubric</li> </ul>
▶ <b>AUTOMATIC 1</b>	<ul style="list-style-type: none"> <li>▪ Planned support according to requirements in IEP or 504 plans is completely missing.</li> <li>▪ If there are no students with IEPs or 504 plans, then this criterion is not applicable.</li> </ul>

### Unpacking Rubric Levels

#### Level 3

#### Evidence that demonstrates performance at Level 3:

- Candidate explains how planned supports for students address the learning needs of the whole class while assisting them in achieving the learning objectives.
- Candidate addresses at least one of the requirements from IEPs and 504 plans as described in the Context for Learning Information.
- Requirements must be explicitly addressed in the commentary and/or the Planning Task 1 artifacts. List of requirements and/or accommodations in the Context for Learning Information document is not sufficient by itself.

### Below 3

**Evidence that demonstrates performance below 3:** Candidate plans insufficient supports to develop students' learning relative to the identified learning objectives or the central focus, as evidenced by ONE or more of the following:

- Candidate does not plan supports for students.
- Planned supports are not closely tied to learning objectives or the central focus.
- Evidence does not reflect ANY instructional requirements in IEP or 504 plans.

**What distinguishes a Level 2 from a Level 3:** At Level 2,

- Plans address at least some instructional requirements set forth in IEPs and 504 plans. However, it is not clear that other planned supports will be helpful in supporting students to meet the learning objectives.
- The supports would work for almost any learning objective. Therefore, supports are not closely connected to the learning objectives or central focus (e.g., pair high and low students during partner work without a specific description of how that supports students with a specific need, check on students who are usually having trouble without any specific indication of what the candidate might be checking for, such as applying new color concepts to students' artistic production).
- Supports are tied to learning objectives within each lesson, but there is no central focus.

**What distinguishes a Level 1 from a Level 2:** At Level 1,

- Evidence of intentional support for students' needs as described by the candidate is absent.

**Automatic Score of 1 is given when:**

- If IEP/504 requirements are described in the Context for Learning or commentary but none are included in the planned support, then the rubric is scored as an Automatic Level 1, regardless of other evidence of support for the whole class or groups or individuals in the class. If the candidate describes one or more of the IEP or 504 plan requirements for any student in the lesson plans or commentary, then the score is determined by the Planned Support criterion. **(If there are no students with IEPs or 504 plans, then this criterion is not applicable.)**

### Above 3

**Evidence that demonstrates performance above 3:**

- Plans address specific student needs (beyond those required in IEP and 504 plans) by including scaffolding or structured supports that are explicitly selected or developed to help individual students and groups of students with similar needs to gain access to content and meet the learning objectives.

**What distinguishes a Level 4 from a Level 3:** At Level 4,

- The candidate explains how the supports tied to the learning objectives are intended to meet specific needs of individuals or groups of students with similar needs, in addition to the whole class. Supports should be provided for more than one student—either more than one individual or for a specific group of students with similar needs (e.g., more instruction in a prerequisite skill).

**What distinguishes a Level 5 from a Level 4:** At Level 5, the candidate meets Level 4  
**AND**

- Identifies possible preconceptions, errors, or misconceptions associated with the central focus, and describes specific strategies to identify and respond to them.
- If the plans and commentary attend to preconceptions, errors, or misconceptions without also satisfying Level 4 requirements, this is not sufficient evidence for Level 5.

## Planning Rubric 3: Using Knowledge of Students to Inform Teaching and Learning

**VA3: How does the candidate use knowledge of his/her students to justify instructional plans?**

### The Guiding Question

The Guiding Question addresses how the candidate justifies the ways in which learning tasks and materials make content meaningful to students, by drawing upon knowledge of individuals or groups, as well as research or theory.

### Key Concepts of Rubric:

- *Deficit thinking* is revealed when candidates explain low academic performance based primarily on students' cultural or linguistic backgrounds, the challenges they face outside of school or from lack of family support. When this leads to a pattern of low expectations, not taking responsibility for providing appropriate support, or not acknowledging any student strengths, this is a deficit view.

For the following terms from the rubric, see the handbook glossary:

- *prior academic learning*
- *assets* (personal, cultural, community)

### Primary Sources of Evidence:

Planning Commentary **Prompts 2 and 3**

### Scoring Decision Rules

<p>► <b>Multiple Criteria</b></p>	<ul style="list-style-type: none"> <li>▪ Criterion 1 (<b>primary</b>): Justification of plans using knowledge of students—i.e., prior academic learning, physical development/conditions, <b>AND/OR</b> assets (personal, cultural, community)</li> <li>▪ Criterion 2: Research and theory connections</li> <li>▪ Place greater weight or consideration on criterion 1 (justification of plans using knowledge of students).</li> </ul>
<p>► <b>AUTOMATIC 1</b></p>	<ul style="list-style-type: none"> <li>▪ Deficit view of students and their backgrounds</li> </ul>

### Unpacking Rubric Levels

#### Level 3

**Evidence that demonstrates performance at Level 3:**

- *Primary Criterion*: The candidate explains how the learning tasks are explicitly connected to the students' prior academic knowledge, OR knowledge of students' assets (personal, cultural, community) OR students' physical development/conditions. Assets include students' cultural and linguistic backgrounds, interests, community or family resources and personal experiences.
  - Note that students' physical development and conditions are only applicable if they will impact instruction during the learning segment.

- *Secondary Criterion:* The candidate refers to research or theory in relation to the plans to support student learning. The connections between the research/theory and the tasks are superficial/not clearly made. They are not well connected to a particular element of the instructional design.
- If evidence meets the primary criterion at Level 3, the rubric is scored at Level 3 **regardless of the evidence for the secondary criterion.**
- If evidence meets the primary criterion at Level 4, and candidate has NO connection to research/theory, the rubric is scored at Level 3.

### Below 3

#### **Evidence that demonstrates performance below 3:**

- There is a limited amount of evidence that the candidate has considered his/her particular class in planning.

OR

- The candidate justifies the plans through a deficit view of students and their backgrounds.

#### **What distinguishes a Level 2 from a Level 3:** At Level 2,

- The candidate's justification of the learning tasks makes some connection with what they know about students' prior academic learning, **OR** assets (personal, cultural, community), **OR** students' physical development/conditions.<sup>1</sup> These connections are not strong, but are instead vague or unelaborated, or involve a listing of what candidates know about their students in terms of prior knowledge or background without making a direct connection to how that is related to planning.

#### **What distinguishes a Level 1 from a Level 2:** At Level 1,

- There is no evidence that the candidate uses knowledge of students to plan.

#### **Automatic Score of 1 is given when:**

- Candidate's justification of learning tasks includes a pattern representing a deficit view of students and their backgrounds. (See the explanation of deficit thinking listed above under Key Concepts of Rubric.)

### Above 3

#### **Evidence that demonstrates performance above 3:**

- The candidate's justification not only uses knowledge of students—as academic learners, with levels of physical development/conditions AND as individuals who bring in personal, cultural, or community assets—but also uses research or theory to inform planning.

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<sup>1</sup> Note that students' physical development and conditions are only applicable if they will impact instruction during the learning segment.

**What distinguishes a Level 4 from a Level 3:** At Level 4,

- The **evidence includes** specific examples from students' prior academic learning, **AND** knowledge of students' assets (personal, cultural, community), **AND** students' physical development/conditions,<sup>3</sup> and explains how the plans reflect this knowledge. The explanation needs to include **explicit connections** between the learning tasks and the examples provided.
- The candidate explains how research or theory informed the selection or design of at least one learning task or the way in which it was implemented. The connection between the research or theory and the learning task(s) must be explicit.
- Scoring decision rules: To score at Level 4, the candidate must meet the primary criterion at Level 4 and make at least a fleeting, relevant reference to research or theory (meet the secondary criterion at least at Level 3).

**What distinguishes a Level 5 from a Level 4:** At Level 5, the candidate meets Level 4 **AND**

- Explains how principles of research or theory support or **set a foundation for** their planning decisions.
  - The justifications are explicit, well articulated, and demonstrate a thorough understanding of the research/theory principles that are clearly reflected in the plans.

## Planning Rubric 4: Identifying and Supporting Language Demands

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**VA4: How does the candidate identify and support language demands associated with a key visual arts learning task?**

### The Guiding Question

The Guiding Question focuses on how the candidate describes the planned instructional supports that address the identified language demands for the learning task.

### Key Concepts of Rubric:

Use the definitions below and the subject-specific Academic Language handout to further clarify concepts on Rubric 4.

- **language demands**<sup>2</sup>—Specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding.
- **language functions**—Purpose for which language is used. The content and language focus of the learning task, often represented by the active verbs within the learning outcomes. Common language functions in the visual arts include **describing** elements of a work of art, **comparing** two works of art from a similar genre, **explaining** how a certain way of applying a technique makes it more effective, **critiquing** a peer's work, **analyzing** what makes elements effective or not effective in communicating meaning, **interpreting** symbols, and **evaluating** the extent to which elements work together to create an impact or convey an intended message.
- **vocabulary**—Words and phrases that are used within disciplines including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., properties); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline
- **discourse**—How members of the discipline talk, write, and participate in knowledge construction, using the structures of written and oral language. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) or representing knowledge visually that provide useful ways for the content to be communicated.<sup>3</sup> In the visual arts, discourse is commonly present within opportunities for students to design art, reflect on and respond to their own work, and respond to the work of other students, and/or exemplars, either individually or with peers. For example, if the function is to describe elements of a personal work of art, then an appropriate language structure would include writing an artist statement describing the message of the work, why it is unique, and how it was created. For a kindergarten student, the artist statement might include sentences such as, "My favorite part of this painting is \_\_\_\_\_ because it \_\_\_\_\_."

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<sup>2</sup> O'Hara, S., Pritchard, R., & Zwiers, J. (2012). Identifying academic language demands in support of the common core standards. *ASCD Express*, 7(17). Retrieved from <http://www.ascd.org/ascd-express/vol7/717-ohara.aspx>

<sup>3</sup> Zwiers, J. (2008). *Building academic language: Essential practices for content classrooms*. San Francisco, CA: Jossey-Bass.

- **syntax**—The rules for organizing words or symbols together into phrases, clauses, sentences or visual representations. One of the main functions of syntax is to organize language in order to convey meaning.<sup>4</sup>
- **language supports**—The scaffolds, representations, and pedagogical strategies teachers intentionally provide to help learners understand and use the concepts and language they need to learn within disciplines. The language supports planned within the lessons in edTPA should directly support learners to understand and use identified language demands (vocabulary and/or key phrases, language function and syntax or discourse) to deepen content understandings.

#### Primary Sources of Evidence:

Planning Commentary **Prompts 4a–d**

Strategic review of Lesson Plans

### Scoring Decision Rules

▶ <b>Multiple Criteria</b>	■ N/A
▶ <b>AUTOMATIC 1</b>	■ None

### Unpacking Rubric Levels

#### Level 3

#### Evidence that demonstrates performance at Level 3:

- General supports are planned and described, though not in specific detail, for students' application of any two or more of the language demands (function, vocabulary and/or symbols, syntax, discourse).
  - Language supports must go beyond providing opportunities for students to practice using the language demands either individually or with other students within the learning segment. Examples of general language supports include describing and defining the function, modeling vocabulary, syntax or discourse, providing an example with little explanation, questions and answers about a language demand, whole group discussion of a language demand, or providing pictures to illustrate vocabulary.
- The candidate may inaccurately categorize a language demand (e.g., identifies discourse as syntax), but does describe general supports for two of the language demands required of students within the learning task. For example:
  - "For syntax, I will present a chart listing the different parts of a critique which we will review as a class. To support vocabulary, we will review the terms and discuss some examples." This example would be scored at a Level 3 because there are supports for two language demands, vocabulary and discourse, even though the candidate categorizes an art critique (a form of discourse) as syntax.

<sup>4</sup> Zwiers, J. (2008). Building academic language: Essential practices for content classrooms. San Francisco, CA: Jossey-Bass.

## Below 3

### **Evidence that demonstrates performance below 3:**

- The candidate has a superficial view of academic language and provides supports that are misaligned with the demands or provides support for only one language demand (vocabulary and/or key phrases, function, syntax, or discourse).

### **What distinguishes a Level 2 from a Level 3:** At Level 2,

- The primary focus of support is on only one of the language demands (vocabulary and/or key phrases, function, syntax, or discourse) with little attention to any of the other language demands.
- Support may be general, (e.g., discussing, defining or describing a language demand), or it may be targeted, (e.g., modeling a language demand while using an example with labels). Regardless, the support provided is limited to one language demand.

### **What distinguishes a Level 1 from a Level 2:** At Level 1,

- There is a pattern of misalignment between the language demand(s) and the language supports identified. For example, the language function is listed as comparing two different pieces of art within the same genre, while the task centers on students writing an artist statement. The candidate lists a support as modeling how to correctly use one of the techniques needed to complete their artwork.

OR

- Language supports are completely missing.

## Above 3

### **Evidence that demonstrates performance above 3:**

- The supports specifically address the language function, vocabulary and/or key phrases, and at least one other language demand (syntax and/or discourse) in the context of the chosen task.

### **What distinguishes a Level 4 from a Level 3:** At Level 4,

- The candidate identifies specific planned language supports and describes how supports address each of the following: vocabulary/key phrases, the language function, and at least one other language demand (syntax and/or discourse).
- Supports are focused (e.g., provide structures or scaffolding) to address specific language demands, such as sentence starters (syntax or function); modeling how to construct an argument, explanation, or paragraph using a think aloud (function, discourse); graphic organizers tailored to organizing text (discourse or function); identifying critical elements of a language function using an example; or more in-depth exploration of vocabulary development (vocabulary mapping that includes antonym, synonym, student definition and illustration).

### **What distinguishes a Level 5 from a Level 4:** At Level 5, the candidate meets all of Level 4 **AND**

- The candidate includes and explains how one or more of the language supports are either designed or differentiated to meet the needs of students with differing language needs.

## Planning Rubric 5: Planning Assessments to Monitor and Support Student Learning

**VA5: How are the informal and formal assessments selected or designed to monitor students' progress toward the standards/objectives?**

### The Guiding Question

The Guiding Question addresses the alignment of the assessments to the standards and objectives and the extent to which assessments provide multiple forms of evidence to monitor student progress throughout the learning segment. It also addresses required adaptations from IEPs or 504 plans. The array of assessments should provide evidence of students' conceptual understanding/application of interpreting art, developing works of art/design, and/or relating art to context.

### Key Concepts of Rubric:

- *assessment (formal and informal)*—"Refer[s] to all those activities undertaken by teachers and by their students... that provide information to be used as feedback to modify teaching and learning activities." Assessments provide evidence of students' prior academic knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking. Informal assessments may include, for example, student questions and responses during instruction and teacher observations of students as they work or perform. Formal assessments may include, for example, quizzes, homework assignments, journals, projects, and performance tasks.

#### Primary Sources of Evidence:

Context for Learning Information (required supports, modifications, or accommodations for assessments)

Planning Commentary **Prompt 5**

Assessment Materials

Strategic review of Lesson Plans

### Scoring Decision Rules

▶ <b>Multiple Criteria</b>	■ N/A for this rubric
▶ <b>AUTOMATIC 1</b>	■ None of the assessment adaptations required by IEPs or 504 plans are made. (If there are no students with IEPs or 504 plans, then this criterion is not applicable.)

## Unpacking Rubric Levels

### Level 3

#### Evidence that demonstrates performance at Level 3:

- The planned assessments provide evidence of students' conceptual understanding/application of interpreting art, developing works of art/design, and/or relating art to context at various points within the learning segment. Examples of evidence include targeted evidence gathered during discussion or work time to monitor student learning, written checks for understanding of techniques or concepts, student reflections, artist statements, assessment of the final product, and final assessment aligned with objectives.
- Requirements from the IEP or 504 plan must be explicitly addressed in the commentary and/or the Planning Task 1 artifacts. List of assessment requirements and/or accommodations in the Context for Learning Information document is not sufficient by itself.

### Below 3

#### Evidence that demonstrates performance below 3:

- The planned assessments will yield insufficient evidence to monitor students' conceptual understanding/application of interpreting art, developing works of art/design, and/or relating art to context within the learning segment.

#### What distinguishes a Level 2 from a Level 3: At Level 2,

- Assessments will produce evidence of student learning, but evidence is limited. Examples of limited assessments include a single assessment of the final product with some attention to students' conceptual understanding/application of visual art concepts.
- Although assessments may provide some evidence of student learning in one or more areas, they do not monitor all areas of learning across the learning segment.

#### What distinguishes a Level 1 from a Level 2: At Level 1,

- The assessments only focus on following procedures or completing work without providing evidence of conceptual understanding/application of visual art concepts.

#### Automatic Score of 1 is given when:

- If there is NO attention to ANY assessment-related IEP/504 plan requirements (e.g., more time; a scribe for written assignments) in either the commentary or the Planning Task 1 artifacts, the score of 1 is applied; otherwise the evidence for the other criteria will determine the score. **(If there are no students with IEPs or 504 plans, then this criterion is not applicable.)**

### Above 3

#### Evidence that demonstrates performance above 3:

- The array of assessments provides consistent evidence of students' understanding or application of visual arts concepts through interpreting art, developing works of art/design, and/or relating art to context.
- Assessment evidence will allow the candidate to determine students' progress toward developing understanding/application of visual art concepts.

**What distinguishes a Level 4 from a Level 3:** At Level 4,

- There are multiple forms of evidence, not just the same kind of evidence collected at different points in time or in different settings, to monitor students' understanding or application of visual arts concepts through interpreting art, developing works of art/design, and/or relating art to context. Multiple forms of evidence would include varied ways of demonstrating understanding of visual arts concepts, such as creating art work that demonstrates concepts learned, responding to art concepts in written form, student presentations, artist statements, student contributions during whole class and small group discussion, targeted verbal interaction during art production, student critical analysis of their work and/or the work of others. Evidence is gathered throughout the learning segment and not just when the final product is completed.
- The array of assessments provides evidence to track student progress toward developing the conceptual understanding and application skills defined by the standards and learning objectives.
- This evidence is collected in every lesson OR the assessments correspond to a plan for the learning segment that builds understandings in one or more areas and uses that understanding to address other areas.

**What distinguishes a Level 5 from a Level 4:** At Level 5, the candidate meets Level 4  
**AND**

- Describes how assessments are targeted and explicit in design to allow individuals or groups with specific needs to demonstrate their learning without oversimplifying the content.
- Strategic design of assessments goes beyond, for example, allowing extra time to complete an assignment or adding a challenge question.

## Instruction Rubric 6: Learning Environment

**VA6: How does the candidate demonstrate a positive learning environment that supports students' engagement in learning?**

### The Guiding Question

The Guiding Question addresses the type of learning environment that the candidate establishes and the degree to which it fosters respectful interactions between the candidate and students, and among students.

### Key Concepts of Rubric:

- *Respect*—A positive feeling of esteem or deference for a person and specific actions and conduct representative of that esteem. Respect can be a specific feeling of regard for the actual qualities of the one respected. It can also be conduct in accord with a specific ethic of respect. Rude conduct is usually considered to indicate a lack of respect, **disrespect**, whereas actions that honor somebody or something indicate respect. Note that respectful actions and conduct are culturally defined and may be context dependent. **Scorers are cautioned to avoid bias related to their own culturally constructed meanings of respect.**
- *Rapport*—A close and harmonious relationship in which the people or groups understand each other's feelings or ideas and communicate well with each other.

For the following term from the rubric, see the handbook glossary:

- *Learning environment*

#### Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 2**

Note that for the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video. Candidates sometimes describe events that do not appear in the video or conflict with scenes from the video—**such statements should not override evidence depicted in the video.**

### Scoring Decision Rules

▶ <b>Multiple Criteria</b>	■ N/A
▶ <b>AUTOMATIC 1</b>	■ None

## Unpacking Rubric Levels

### Level 3

**Evidence that demonstrates performance at Level 3:** In the clip(s):

- The candidate's interactions with students are respectful, demonstrate rapport (evidence of relationship between candidate and students and/or ease of interaction that goes back and forth based on relevance or engaged conversation), and students communicate easily with the candidate.
- There is evidence that the candidate facilitates a positive learning environment wherein students are willing to answer questions and work together without the candidate or other students criticizing their responses.
- There is evidence of mutual respect among students. Examples include attentive listening while other students speak, respectful attention to another student's idea (even if disagreeing), working together with a partner or group to accomplish tasks.

### Below 3

**Evidence that demonstrates performance below 3:** The clip(s):

- Do not exhibit evidence of positive relationships and interactions between candidate and students.
- Reveal a focus on classroom management and maintaining student behavior and routines rather than engaging students in learning.

**What distinguishes a Level 2 from a Level 3:** At Level 2,

- Although clip(s) reveal the candidate's respectful interactions with students, there is an emphasis on candidate's rigid control of student behaviors, discussions and other activities in ways that limit and do not support learning.

**What distinguishes a Level 1 from a Level 2:** At Level 1, there are **two different ways** that evidence is scored:

1. The clip(s) reveal evidence of candidate-student or student-student interactions that discourage student contributions, disparage the student(s), or take away from learning.
2. The classroom management is so weak that the candidate is not able to, or does not successfully, redirect students, or the students themselves find it difficult to engage in learning tasks because of disruptive behavior.

*Note: Classroom management styles vary. Video clips that show classroom environments where students are productively engaged in the learning task should not be labeled as disruptive. Examples of this may include students engaging in discussion with peers, speaking without raising their hands, or being out of their seats.*

### Above 3

**Evidence that demonstrates performance above 3:** The clip(s):

- Reveal a positive learning environment that includes tasks/discussions that challenge student thinking and encourage respectful student-student interaction.

**What distinguishes a Level 4 from a Level 3:** At Level 4,

- The learning environment supports learning tasks that appropriately challenge students by promoting higher-order thinking or application to develop new learning. There must be evidence that the environment is challenging for students. Examples include: students cannot answer immediately, but need to think to respond; the candidate asks higher-order thinking questions; students are asked to apply their initial learning to another context.
- The learning environment encourages and supports mutual respect among students, e.g., candidate reminds students to discuss ideas respectfully with each other.

**What distinguishes a Level 5 from a Level 4:** At Level 5,

- The learning environment encourages students to express, debate, and evaluate differing perspectives about content with each other. Perspectives could be from curricular sources, students' ideas, and/or lived experiences.

## Instruction Rubric 7: Engaging Students in Learning

**VA7: How does the candidate actively engage students to create meaning through interpreting art, developing works of art/design, and/or relating art to context?**

### The Guiding Question

The Guiding Question addresses how the candidate provides video evidence of engaging students in meaningful tasks and discussions to develop their conceptual understanding/application of interpreting art, developing works of art/design, and/or relating art to context.

### Key Concepts of Rubric

For the following terms from the rubric, see the handbook glossary:

- *Engaging students in learning*
- *Assets* (personal, cultural, community)

#### Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 3**

Note that for the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video. Candidates sometimes describe events that do not appear in the video or conflict with scenes from the video—**such statements should not override evidence depicted in the video.**

### Scoring Decision Rules

▶ <b>Multiple Criteria</b>	<ul style="list-style-type: none"> <li>■ Criterion 1 (<b>primary</b>): Engagement in learning tasks</li> <li>■ Criterion 2: Connections between students' academic learning <b>AND/OR</b> assets (personal, cultural, community) and new learning</li> <li>■ Place greater weight or consideration on the criterion 1 (engagement in learning tasks).</li> </ul>
▶ <b>AUTOMATIC 1</b>	<ul style="list-style-type: none"> <li>■ None</li> </ul>

### Unpacking Rubric Levels

#### Level 3

**Evidence that demonstrates performance at Level 3:**

- *Primary Criterion*: The clip(s) show that the students are **engaged** in learning tasks that provide opportunities for students to focus on creating meaning through interpreting art, developing works of art/design, and/or relating art to context. However, although these content understandings/applications of visual arts concepts are evident in conversations, they are addressed at a cursory level. For example, students can be seen engaged in meaningful studio work, but the candidate does nothing to further connect their work to the concepts/techniques being taught, nor to extend or deepen understandings as students work.

- *Secondary Criterion:* The clip(s) show the candidate **making connections** to students' prior academic learning to help them develop the new content or skills.

### Below 3

#### **Evidence that demonstrates performance below 3:**

- Students are participating in tasks that provide little opportunity for students to focus on creating meaning through interpreting art, developing works of art/design, and/or relating art to context.

#### **What distinguishes a Level 2 from a Level 3:** At Level 2,

- Students are participating in rote tasks that primarily focus on following step-by-step procedures and provide little opportunity to develop their conceptual understanding of ways to create meaning through interpreting art, developing works of art/design, and/or relating art to context.
- The structure of the learning task or the way in which it is implemented constrains student development of content, skills, and/or personal expression.
- In addition, the candidate may refer to students' learning from prior units, but the references are indirect or unclear and do not facilitate new learning.

#### **What distinguishes a Level 1 from a Level 2:** At Level 1,

- The learning tasks seen in the video clip(s) have little relation to the central focus identified.
- In addition, the candidate is not using either students' prior academic learning or assets (personal, cultural, community) to build new learning.

### Above 3

#### **Evidence that demonstrates performance above 3:**

- The learning tasks as seen in the clip(s) are structured to engage students in developing an understanding of how to create meaning through interpreting art, developing works of art/design, and/or relating art to context.
- Connections between students' prior academic learning and assets (personal, cultural, community) are made to support the new learning.

#### **What distinguishes a Level 4 from a Level 3:** At Level 4,

- Learning tasks in the clip(s) are clearly structured or scaffolded to promote students' understanding of how to create meaning through interpreting art, developing works of art/design, and/or relating art to context. The candidate does more than just provide the opportunity to work on a product. Students are engaged in learning tasks to develop understanding by connecting studio work to concepts or techniques, extending or deepening initial understandings, and addressing misunderstandings that may surface.
- In addition, the candidate draws upon not only prior academic learning, but also students' assets (personal, cultural, community) to develop new learning.

#### **What distinguishes a Level 5 from a Level 4:** At Level 5,

- The learning tasks as seen in the clip(s) are structured or scaffolded so that students will develop complex understandings of how to create meaning through interpreting art, developing works of art/design, and/or relating art to context in ways that are appropriately challenging and directly related to new learning.

- In addition, the candidate encourages students to connect and use their prior knowledge and assets (academic **AND** personal, cultural, community) to support new learning.

## Instruction Rubric 8: Deepening Student Learning

**VA8: How does the candidate elicit student responses to promote thinking and develop their abilities to express or understand meaning through interpreting art, developing works of art/design, and/or relating art to context?**

### The Guiding Question

The Guiding Question addresses how in the video clip(s), the candidate brings forth and builds on student responses to guide their learning; this can occur during whole class discussions, small group discussions, or consultations with individual students.

### Key Concepts of Rubric:

- *Significant content inaccuracies*—Content flaws within processes or examples used during the lesson will lead to student misunderstandings and the need for reteaching.

#### Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 4a**

Note that for the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video. Candidates sometimes describe events that do not appear in the video or conflict with scenes from the video—**such statements should not override evidence depicted in the video.**

### Scoring Decision Rules

▶ <b>Multiple Criteria</b>	▪ N/A for this rubric
▶ <b>AUTOMATIC 1</b>	▪ Pattern of <b>significant content inaccuracies</b> that are core to the central focus or a key learning objective for the learning segment

### Unpacking Rubric Levels

#### Level 3

##### Evidence that demonstrates performance at Level 3:

- The candidate prompts students to offer responses that require thinking related to expressing or understanding meaning through interpreting art, developing works of art/design, and/or relating art to context; e.g., by using "how" and "why" questions. Some instruction may be characterized by initial questions focusing on facts to lay a basis for later higher-order questions in the clip.

#### Below 3

##### Evidence that demonstrates performance below 3:

- In the clip(s), classroom interactions provide students with limited or no opportunities to think and learn.

**What distinguishes a Level 2 from a Level 3:** At Level 2,

- The candidate asks questions that elicit right/wrong or yes/no answers and do little to encourage students to think about the content being taught.

**What distinguishes a Level 1 from a Level 2:** At Level 1,

- There are few opportunities shown in the clip(s) that students were able to express ideas.

**Automatic Score of 1 is given when:**

- There is a pattern of **significant content inaccuracies** that will lead to student misunderstandings.
- The candidate makes a significant error in content (e.g., introducing an inaccurate definition of a central concept or incorrect demonstration of a technique before students work independently) that is core to the central focus or a key standard for the learning segment.

**Above 3**

**Evidence that demonstrates performance above 3:**

- In the clip(s), the candidate uses student ideas and thinking to develop students' visual arts learning or their abilities to evaluate their own learning.

**What distinguishes a Level 4 from a Level 3:** At Level 4,

- The candidate follows up on student responses to encourage the student or his/her peers to explore or build on the ideas expressed.
- The candidate uses this strategy to develop students' abilities to express or understand meaning through interpreting art, developing works of art/design, and/or relating art to context.
- Examples of "building on student responses" includes referring to a previous student response in developing a point or an argument; calling on the student to elaborate on what s/he said; posing questions to guide a student discussion; soliciting student examples and asking another student to identify what they have in common; asking a student to summarize a lengthy discussion or rambling explanation; and asking another student to respond to a student comment or answer a question posed by a student to develop student understanding of visual art.

**What distinguishes a Level 5 from a Level 4:** At Level 5, the candidate meets all of Level 4 **AND**

- There is evidence in the clip(s) that the candidate structures and supports student-student conversations and interactions that facilitate students' ability to evaluate and self-monitor their learning.

## Instruction Rubric 9: Subject-Specific Pedagogy

**VA9: How does the candidate deepen students' understanding of creating, presenting, or responding to visual art by providing opportunities for choice?**

### The Guiding Question

The Guiding Question addresses how the candidate provides opportunities for students to practice and apply knowledge and skills in creating, presenting, or responding to art in ways that expand their understanding of visual arts concepts or contexts by incorporating elements of student choice.

### Key Concepts of Rubric:

- *Student choice*—Providing opportunities for student choice includes planning to offer a choice of content, methods, or styles when students create, present, or respond to visual art. In this context, providing some form of student choice allows for expression, meaning-making and/or investigation.

#### Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 4b**

Note that for the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video. Candidates sometimes describe events that do not appear in the video or conflict with scenes from the video—**such statements should not override evidence depicted in the video.**

### Scoring Decision Rules

▶ <b>Multiple Criteria</b>	▪ N/A for this rubric
▶ <b>AUTOMATIC 1</b>	▪ Pattern of use of materials that include <b>significant content inaccuracies</b> that will lead to student misunderstanding of a visual arts concept that is core to the central focus or a key standard for the learning segment.

### Unpacking Rubric Levels

#### Level 3

#### Evidence that demonstrates performance at Level 3:

- In the clip(s), the candidate models for students how to create, present or respond to visual art with some opportunities for student choice (e.g., of content, methods, or styles that allow for expression, meaning-making, and/or investigation). For example, students are given some choices such as the subject, colors, or design of the artwork to make their product unique.

## Below 3

### **Evidence that demonstrates performance below 3:**

- In the clip(s), the candidate concentrates on facts or primarily directs students in how to create, present or respond to visual art.

### **What distinguishes a Level 2 from a Level 3:** At Level 2,

- In the clip(s), the candidate tells students how to respond and gives little opportunity for students to practice or apply choice. For example, students may be asked to try to make their product look similar to the teacher sample.

### **What distinguishes a Level 1 from a Level 2:** At Level 1,

- In the clip(s), the candidate stays focused on facts or step-by-step procedures and makes few or no connections to visual art concepts like interpreting art, developing works of art/design, or relating art to context.

### **Automatic Score of 1 is given when:**

- Materials used in the clip include significant content inaccuracies that will lead to student misunderstandings.

## Above 3

### **Evidence that demonstrates performance above 3:**

- In the clip(s), the candidate is making strategic choices to provide opportunities to develop students' ability to apply choice (e.g., of content, methods, or styles that allow for expression, meaning-making, and/or investigation) to deepen their understanding of visual arts concepts/contexts.

### **What distinguishes a Level 4 from a Level 3:** At Level 4,

- In the clip(s), the candidate provides opportunities for students to apply choice that are designed to deepen student understanding of visual arts concepts/contexts. The candidate not only models this for students, but also encourages students to interpret and/or design projects in multiple ways and allows them time to make choices that allow for personal expression, meaning-making, and/or investigation.

### **What distinguishes a Level 5 from a Level 4:** At Level 5, in the clip(s), the candidate meets Level 4 **AND**

- Structures and supports students in ways that empower them to make deep connections between their own artwork and the artwork or art context of others.

# Instruction Rubric 10: Analyzing Teaching Effectiveness

**VA10: How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?**

## The Guiding Question

The Guiding Question addresses how the candidate examines the teaching and learning in the video clip(s) and proposes what s/he could have done differently to better support the needs of diverse students. The candidate justifies the changes based on student needs and references to research and/or theory.

## Key Concepts of Rubric:

- N/A

### Primary Sources of Evidence:

Instruction Commentary **Prompt 5**

Video Clip(s) (for evidence of student learning)

## Scoring Decision Rules

▶ <b>Multiple Criteria</b>	<ul style="list-style-type: none"> <li>▪ Criterion 1 (<b>primary</b>): Proposed changes</li> <li>▪ Criterion 2: Connections to research/theory</li> <li>▪ Place greater weight or consideration on criterion 1 (proposed changes).</li> </ul>
▶ <b>AUTOMATIC 1</b>	<ul style="list-style-type: none"> <li>▪ None</li> </ul>

## Unpacking Rubric Levels

### Level 3

#### Evidence that demonstrates performance at Level 3:

- *Primary criterion:* The proposed changes address the central focus and the candidate explicitly connects those changes to the learning needs of the class as a whole.
  - Proposed changes noted by the candidate should be related to the lessons that are seen or referenced in the clip(s), but do not need to be exclusively from what is seen in the clip(s) alone. This means that since only portions of the lessons will be captured by the clip(s), candidates can suggest changes to any part of the lesson(s) referenced in the clip(s), even if those portions of the lesson(s) are not depicted in the clip(s).
- *Secondary criterion:* The candidate refers to research or theory in relation to the plans to support student learning. The connections between the research/theory and the tasks are vague/not clearly made.
- If evidence meets the primary criterion at Level 3, the rubric is scored at Level 3 **regardless of the evidence for the secondary criterion.**

- If evidence meets the primary criterion at Level 4, and candidate has NO connection to research/theory, the rubric is scored at Level 3.

### Below 3

#### **Evidence that demonstrates performance below 3:**

- The changes proposed by the candidate are not directly related to student learning.

#### **What distinguishes a Level 2 from a Level 3:** At Level 2,

- The changes address improvements in teaching practice that mainly focus on how the candidate structures or organizes learning tasks, with a superficial connection to student learning. There is little detail on the changes in relation to either the central focus or the specific learning that is the focus of the video clip(s). Examples include asking additional higher-order questions without providing examples, improving directions, repeating instruction without making significant changes based on the evidence of student learning from the video clips, or including more group work without indicating how the group work will address specific learning needs.
- If a candidate's proposed changes have nothing to do with the central focus, this rubric cannot be scored beyond a Level 2.

#### **What distinguishes a Level 1 from a Level 2:** At Level 1,

- The changes are not supported by evidence of student learning from lessons seen or referenced in the clip(s).

### Above 3

#### **Evidence that demonstrates performance above 3:**

- The proposed changes relate to the central focus and explicitly address individual and collective needs that were seen in the video clip(s).
- The changes in teaching practice are supported by research and/or theory.

#### **What distinguishes a Level 4 from a Level 3:** At level 4,

- The changes clearly address the learning needs of individuals in addition to the learning needs of the whole class in the video clip(s) by providing additional support and/or further challenge in relation to the central focus. Candidate should explain how proposed changes relate to each individual's needs.
- The candidate explains how research or theory is related to the changes proposed. Candidates may cite research or theory in their commentary, or refer to the ideas and principles from the research; either connection is acceptable, as long as they clearly connect the research/theory to the proposed changes.
- Scoring decision rules: To score at Level 4, the candidate must meet the primary criterion at Level 4 and make at least a fleeting, relevant reference to research or theory (meet the secondary criterion at least at Level 3).

#### **What distinguishes a Level 5 from a Level 4:** At Level 5, the candidate meets Level 4 **AND**

- Explains how principles of research or theory **support or frame the proposed changes**. The justifications are explicit, well-articulated, and demonstrate a thorough understanding of the research/theory principles that are clearly reflected in the explanation of the changes.

## Assessment Rubric 11: Analysis of Student Learning

**VA11: How does the candidate analyze evidence of students' learning relative to their abilities to interpret art, develop works of art/design, and/or relate art to context?**

### The Guiding Question

The Guiding Question addresses the candidate's analysis of student work to identify patterns of learning across the class.

### Key Concepts of Rubric:

- *Aligned*—The assessment, evaluation criteria, learning objectives and analysis are aligned with each other. Consistently addressing the same/similar learning outcomes for students.
- *Evaluation criteria*—Performance indicators or dimensions that are used to assess evidence of student learning. They indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of success on an assessment. Evaluation criteria can be represented in various ways, such as a rubric, a point system for different levels of performance, or rules for awarding full versus partial credit. Evaluation criteria may examine correctness/accuracy, cognitive complexity, sophistication or elaboration of responses, or quality of explanations. Evaluation criteria should indicate differences in level of performance, e.g., a rubric, a checklist of desired attributes, points assigned to different parts of the assessment. Summative grades are not evaluation criteria. Evaluation criteria must be relevant to the learning objectives, though they may also include attention to other desired features of the assessment response, e.g., neatness, spelling.

For the following term from the rubric, see the handbook glossary:

- *Patterns of learning*

#### Primary Sources of Evidence:

Assessment Commentary **Prompt 1**

Student work samples

Evaluation criteria

### Scoring Decision Rules

▶ <b>Multiple Criteria</b>	<ul style="list-style-type: none"> <li>■ N/A for this rubric</li> </ul>
▶ <b>AUTOMATIC 1</b>	<ul style="list-style-type: none"> <li>■ Significant misalignment between evaluation criteria, learning objectives, and/or analysis</li> </ul>

## Unpacking Rubric Levels

### Level 3

#### Evidence that demonstrates performance at Level 3:

- The analysis is an accurate listing of what students did successfully and unsuccessfully in relation to visual arts concepts.
- The analysis is aligned with the evaluation criteria and/or assessed learning objectives.
- Some general differences in learning across the class are identified.

### Below 3

#### Evidence that demonstrates performance below 3:

- The analysis is superficial (e.g., primarily irrelevant global statements) or focuses only on partial data (on right or wrong answers or only on procedures or facts).
- The analysis is contradicted by the work sample evidence.
- The analysis is based on an inconsistent alignment with evaluation criteria and/or standards/objectives.

**What distinguishes a Level 2 from a Level 3:** There are **two different ways** that evidence is scored at Level 2:

1. Although aligned with the summary, the analysis presents an incomplete picture of student learning by only addressing either successes or errors.
2. Given the focus on broadly stated successes or errors, the analysis does not address interpreting art, developing works of art/design, or relating art to context.

**What distinguishes a Level 1 from a Level 2:** There are **two different ways** that evidence is scored at Level 1:

1. The analysis is superficial because it ignores important evidence from the work samples, focusing on trivial aspects.
2. The conclusions in the analysis are not supported by the work samples or the summary of learning.

#### Automatic Score of 1 is given when:

- There is a significant lack of alignment between evaluation criteria, learning objectives, and/or analysis.
- A lack of alignment can be caused by a lack of relevant evaluation criteria to assess student performance on the learning objectives.

### Above 3

#### Evidence that demonstrates performance above 3: The analysis:

- Identifies patterns of learning (quantitative and qualitative) that summarize what students know, are able to do, and still need to learn.
- Describes patterns for the whole class, groups, or individuals.
- Is supported with evidence from the work samples, and is consistent with summary.

**What distinguishes a Level 4 from a Level 3: At Level 4,**

- The analysis describes consistencies in performance (patterns) across the class in terms of what students know and are able to do and where they need to improve.
- The analysis goes beyond a listing of students' successes and errors, to an explanation of student understanding in relation to their performance on the identified assessment. An exhaustive list of what students did right and wrong, or the % of students with correct or incorrect responses, should be scored at Level 3, as that does not constitute a pattern of student learning. A pattern of student learning goes beyond these quantitative differences to identify specific content understandings or misunderstandings, or partial understandings that are contributing to the quantitative differences.
- Specific examples from work samples are used to demonstrate the whole class patterns. An example is, "Most students were successful in demonstrating a drop shadow opposite the light source but far fewer were successful in using shading to illustrate value. Several students were similar to Student C who drew a drop shadow and then shaded much of the object black. Student A and a few others had a smooth gradient transition on their object. However, most students were like Student B, who drew a drop shadow opposite the light source and attempted gradient shading although mark strokes were obvious and going different directions."

**What distinguishes a Level 5 from a Level 4: At Level 5,**

- The candidate uses specific evidence from work samples to demonstrate qualitative patterns of understanding. The analysis uses these qualitative patterns to interpret the range of similar correct or incorrect responses from individuals or groups (e.g., quantitative patterns), and to determine elements of what students learned and what would be most productive to work on. The qualitative patterns may include struggles, partial understandings, and/or attempts using a technique. An example would be, "Nearly all students were successful in demonstrating a light source by leaving an area of the object white and adding a drop shadow on the opposite side. Three students drew a black circle for the shadow, not understanding that the shadow needed to reflect the shape of the object. Nearly a quarter of the class used too much pressure when shading resulting in mostly one value, black. Many of these students used shading to create a defined shape with clear edges as in the work of Student C. It appears that my demonstration did not develop the understanding of shadows so these students looked at the example and drew something dark on one side. Most students did use or attempt to use gradient shading. Their work demonstrates a range of values. Like Student B, the mark strokes were distinct and going different directions. Blotchy areas were clearly evident. These students have not yet developed skill in applying different degrees of pressure while shading. They did not understand that the direction of the marks contributes to or detracts from creating a realistic shadow. Student A represents one of the few students who were able to use even strokes to achieve a smooth gradient transition on their object with a range of values. They understood how to blend values as they transitioned between gray tones. Student A also demonstrated a very realistic shadow pattern, reflecting the shape of the object."

# Assessment Rubric 12: Providing Feedback to Guide Learning

**VA12: What type of feedback does the candidate provide to focus students?**

## The Guiding Question

The Guiding Question addresses the evidence of feedback provided to the focus students. Feedback may be written on the three student work samples or provided in a video/audio format. The feedback should identify what students are doing well and what needs to improve in relation to the learning objectives.

## Key Concepts of Rubric:

- *Significant content inaccuracies*—Content flaws in the feedback are significant and systematic, and interfere with student learning.
- *Developmentally inappropriate feedback*—Feedback addressing concepts, skills or procedures well above or below the content assessed (without clearly identified need) OR feedback that is not appropriate for the developmental level of the student (e.g., lengthy written explanations for young children or English learners).

### Primary Sources of Evidence:

Assessment Commentary **Prompt 2a–b**

Evidence of feedback (written, audio/video)

## Scoring Decision Rules

▶ <b>Multiple Criteria</b>	<ul style="list-style-type: none"> <li>▪ N/A</li> </ul>
▶ <b>AUTOMATIC 1</b>	<ul style="list-style-type: none"> <li>▪ One or more content errors in the feedback that will mislead student(s) in significant ways</li> <li>▪ No evidence of feedback for one or more focus students</li> </ul>
▶ <b>Preponderance of Evidence</b>	<ul style="list-style-type: none"> <li>▪ You must apply the preponderance of evidence rule when the focus students receive varying types of feedback. For example, when the candidate provides feedback on both strengths and needs for 2 out of the 3 focus students, this example would be scored at a Level 4 according to the preponderance of evidence rule.</li> </ul>

## Unpacking Rubric Levels

### Level 3

#### Evidence that demonstrates performance at Level 3:

- The feedback identifies specific strengths OR needs for improvement. At Level 3, the candidate **MUST** provide the focus students with qualitative feedback about their performance that is aligned with the learning objectives. Specific feedback includes such things as comments written to the student on performance, pointing to and naming successful use of a technique or strategy, or suggesting sources of information that would help the student succeed. Checkmarks, points deducted, grades, or scores do not meet the Level 3, even when they distinguish errors from correct responses. When a rubric is provided as evidence of feedback, these comments must be provided in addition to selection of rubric levels. Rubrics with checkmarks only are scored at Level 2.
- Feedback must be specifically related to the learning objectives (e.g., "You effectively used two kinds of texture.") and not general ("Great job showing high effort on your painting!")

### Below 3

#### Evidence that demonstrates performance below 3:

- Evidence of feedback is general, unrelated to the assessed learning objectives, developmentally inappropriate, inaccurate, or missing for one or more focus students.

#### What distinguishes a Level 2 from a Level 3: At Level 2,

- Although the feedback is related to the assessed learning objectives, it is also vague and does not identify specific strengths or needs for improvement. At Level 2, general feedback includes identifying what each focus student did or did not do successfully with little detail, e.g., boxes checked on a rubric with no comments providing further elaboration, points deducted, and comments such as, "Be sure to mix your colors before painting!" that are not linked to a specific strength or need. General feedback does not address the specific error or correct solution (e.g., "Check your work" or "Yes!"). Feedback that is limited to a single remark, such as identifying the total percent correct (86%), an overall letter grade (B), or one comment such as "Nice work!" with no other accompanying comments or grading details does not meet the Level 2 requirement and should be scored at a Level 1. Those examples of a single piece of feedback do not even provide any general feedback to focus students that is related to the learning objectives.

#### What distinguishes a Level 1 from a Level 2: There are **two different ways** that evidence is scored at Level 1:

1. Feedback is not related to the learning objectives.
2. Feedback is not developmentally appropriate.

#### Automatic Score of 1 is given when:

- Feedback includes content inaccuracies that will misdirect the focus student(s).
- There is no evidence of feedback for the analyzed assessment for one or more focus students. This includes when there is only a description of feedback rather than actual feedback (video, audio or written) presented to the focus student(s).

## Above 3

### **Evidence that demonstrates performance above 3:**

- Feedback is specific, related to assessed objectives, and addresses students' strengths AND needs.

### **What distinguishes a Level 4 from a Level 3:** At Level 4,

- Specific feedback addresses both strengths and needs. For example, "You did a great job using the size of objects to create distance. The flowers in the foreground are larger in contrast to the shorter grass edging the lake and the trees in the background. Remember to use variety in both colors and shapes. The different flowers are beautiful but all are colored red. The different shapes of the trees are so interesting, but next time try using different shades of green or other colors."

### **What distinguishes a Level 5 from a Level 4:** At Level 5, the candidate meets Level 4 **AND**

- The feedback for at least one focus student includes:
  - A strategy to address a specific learning need, including the need for a greater challenge. For example, "Now that you understand how to use size, try using space on your next drawing to create even more contrast. As you work toward the middle ground and background, group things closer together. The smaller trees in the background would look closer together than the large trees in the foreground."

OR

- A meaningful connection to experience or prior learning. For example, the candidate refers back to a prior art lesson: "Remember when we looked out the window and could see the details of the bark of the close tree but not on the trees that were far away? Use that idea in your next drawing. Show a lot of detail in things that are close and less as you draw in the middle ground and background."

# Assessment Rubric 13: Student Understanding and Use of Feedback

**VA13: How does the candidate support focus students to understand and use the feedback to guide their further learning?**

## The Guiding Question

The Guiding Question addresses how the candidate explains how they will help focus students understand and use the feedback provided in order to improve their learning.

## Key Concepts of Rubric:

- N/A

### Primary Sources of Evidence:

Assessment Commentary **Prompt 2c**

Evidence of Oral or Written Feedback

## Scoring Decision Rules

▶ <b>Multiple Criteria</b>	▪ N/A for this rubric
▶ <b>AUTOMATIC 1</b>	▪ None

## Unpacking Rubric Levels

### Level 3

#### Evidence that demonstrates performance at Level 3:

- Candidate describes how the focus students will understand **OR** use feedback related to the learning objectives. This description needs to relate to the feedback given to one or more of the focus students.
- The description should be specific enough that you understand what the candidate and/or students are going to do. Otherwise, it is vague and the evidence should be scored at Level 2.
  - Example for *understanding* feedback: Candidate reviews work with whole class focusing on common misunderstandings that explicitly includes content that one or more focus students were given feedback on.
  - Example for *using* feedback: Candidate asks focus students to revise work using feedback given and resubmit revised work.

### Below 3

#### Evidence that demonstrates performance below 3:

- Opportunities for understanding or using feedback are superficially described or absent.

**What distinguishes a Level 2 from a Level 3:** At Level 2,

- The description of how the focus students will understand or use feedback is very general or superficial. Details about how the students will understand or use the feedback are missing. For example, "The focus students will get their artwork back. The feedback will tell them where they were successful and where they need to improve. They will be expected to develop another painting using similar techniques over the next few weeks and can use the feedback to help them"; or the description discusses whole class understanding or use of feedback without explicit attention to feedback given to one or more focus student.
- The use of feedback is not clearly related to the assessed learning objectives.

**What distinguishes a Level 1 from a Level 2:** At Level 1,

- Opportunities for understanding or using feedback are not described **OR**
- There is NO evidence of feedback for two or more focus students.

**Above 3**

**Evidence that demonstrates performance above 3:**

- Support for the focus students to understand **AND** use feedback is described in enough detail to understand how students will develop in areas identified for growth and/or continue to deepen areas of strength.

**What distinguishes a Level 4 from a Level 3:** At Level 4,

- The candidate describes planned or implemented support for the focus students to understand and use feedback on their strengths **OR** weaknesses to further develop their learning in relation to learning objectives. For example, a candidate may work with focus students in a small group and reteach several concepts and techniques they struggled with on their sketches (as noted by feedback given), using visual examples and demonstrations to further develop understanding of each concept. Next, students would be given an opportunity to add and revise to sketches considering those concepts, and using the techniques discussed to support their additions and revisions. This example shows how a candidate can help focus students understand their feedback in relation to misunderstandings and support them in using that feedback to enhance learning in relation to objectives assessed. This type of planned support could take place with the whole class as long as explicit attention to one or more of the focus student's needs and/strengths are addressed in relation to the feedback given.

**What distinguishes a Level 5 from a Level 4:** At Level 5,

- The candidate describes planned or implemented support for the focus students to understand and use feedback on their strengths **AND** weaknesses related to the learning objectives.

## Assessment Rubric 14: Analyzing Students' Language Use and Visual Arts Learning

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**VA14: How does the candidate analyze students' use of language to develop content understanding?**

### The Guiding Question

The Guiding Question addresses how the candidate explains students' use of the identified language demands and how that use demonstrates and develops visual arts understanding.

### Key Concepts of Rubric:

**Use the definitions below and the subject-specific Academic Language handout to further clarify concepts on Rubric 14.**

- **language demands**<sup>5</sup>—Specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding.
- **language functions**—Purpose for which language is used. The content and language focus of the learning task, often represented by the active verbs within the learning outcomes. Common language functions in the visual arts include **describing** elements of a work of art, **comparing** two works of art from a similar genre, **explaining** how a certain way of applying a technique makes it more effective, **critiquing** a peer's work, **analyzing** what makes elements effective or not effective in communicating meaning, **interpreting** symbols, and **evaluating** the extent to which elements work together to create an impact or convey an intended message.
- **vocabulary**—Words and phrases that are used within disciplines including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., properties); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline
- **discourse**—How members of the discipline talk, write, and participate in knowledge construction, using the structures of written and oral language. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) or representing knowledge visually that provide useful ways for the content to be communicated.<sup>6</sup> In the visual arts, discourse is commonly present within opportunities for students to design art, reflect on and respond to their own work, and respond to the work of other students, and/or exemplars, either individually or with peers. For example, if the function is to describe elements of a personal work of art, then an appropriate language structure would include writing an artist statement describing the message of the work, why it is unique, and how it was created. For a kindergarten student, the artist statement might include sentences such as, "My favorite part of this painting is \_\_\_\_\_ because it \_\_\_\_\_."

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<sup>5</sup> O'Hara, S., Pritchard, R., & Zwiers, J. (2012). Identifying academic language demands in support of the common core standards. *ASCD Express*, 7(17). Retrieved from <http://www.ascd.org/ascd-express/vol7/717-ohara.aspx>

<sup>6</sup> Zwiers, J. (2008). *Building academic language: Essential practices for content classrooms*. San Francisco, CA: Jossey-Bass.

- **syntax**—The rules for organizing words or symbols together into phrases, clauses, sentences or visual representations. One of the main functions of syntax is to organize language in order to convey meaning.<sup>7</sup>
- **language supports**—The scaffolds, representations, and pedagogical strategies teachers intentionally provide to help learners understand and use the concepts and language they need to learn within disciplines. The language supports planned within the lessons in edTPA should directly support learners to understand and use identified language demands (vocabulary and/or key phrases, language function and syntax or discourse) to deepen content understandings.

### Primary Sources of Evidence:

Assessment Commentary **Prompt 3**

Evidence of Student Language Use (student work samples and/or video evidence)

## Scoring Decision Rules

▶ <b>Multiple Criteria</b>	■ N/A for this rubric
▶ <b>AUTOMATIC 1</b>	■ None

## Unpacking Rubric Levels

### Level 3

#### Evidence that demonstrates performance at Level 3:

- The candidate explains and identifies evidence that the students used or attempted to use the language function AND one additional language demand (vocabulary and/or key phrases, syntax, or discourse). Note: The language demands discussed in the Assessment Commentary do not have to be the same as those discussed in Task 1.
- It is not sufficient for the candidate to reference an artifact and make a general statement that, for example, "As seen in the work sample, the student used the vocabulary when writing the artist statement." The candidate must explain how the students used the identified language and reference or identify an example of that use from the artifact, e.g., "All students demonstrated an understanding of vocabulary words "primary, secondary," and "warm and cool colors." Most students also demonstrated an understanding of the term "tertiary." In clip 1, students explain primary, secondary, and tertiary colors as they mix watercolors (3:35). All students explained primary and secondary accurately but some struggled to explained tertiary. Clip 2 shows most students explaining (function) why they chose warm or cool colors for their painting and explaining how colors were mixed (2:10–3:30). Only six students used the term tertiary and five didn't know if they used warm or cool colors so could not explain their choice. Additional written evidence from artist statements and art journal indicates most students were confident using 4/5 vocabulary terms, but only half could explain if and why they chose warm or cool colors."

<sup>7</sup> Zwiers, J. (2008). *Building academic language: Essential practices for content classrooms*. San Francisco, CA: Jossey-Bass.

## Below 3

### **Evidence that demonstrates performance below 3:**

- The candidate's identification of student's language use is not aligned with the language demands or limited to one language demand.

### **What distinguishes a Level 2 from a Level 3:** At Level 2,

- The candidate's description and/or evidence of students' language use is limited to only one language demand (vocabulary and/or key phrases, function, syntax, or discourse).

### **What distinguishes a Level 1 from a Level 2:** At Level 1,

- The candidate identifies language use that is unrelated or not clearly related to the identified language demands (function, vocabulary, and additional demands) addressed in the Assessment commentary.
- Candidate's description or explanation of language use is not consistent with the evidence provided.

## Above 3

### **Evidence that demonstrates performance above 3:**

- Candidate identifies specific evidence of student use of the language function and vocabulary and/or key phrases, along with at least one other language demand (syntax or discourse).
- Candidate explains how evidence of student language represents their development of content understandings, which may include growth and/or struggles with both understanding and expressing content understandings.
- Candidate explains and provides evidence of language use and content learning for students with distinct language needs.

### **What distinguishes a Level 4 from a Level 3:** At Level 4,

- The candidate identifies and explains evidence that students are able to use the language function, vocabulary and/or key phrases AND associated language demands (syntax and/or discourse). The explanation uses specific evidence from the video and/or work samples.
- The candidate's analysis includes how evidence of student language use demonstrates growth and/or struggles in developing content understandings. For example, the candidate notes that, "Students were expected to write an artist statement (discourse) to explain (function) the message of their work. Students 1 and 2 both demonstrated an understanding of the vocabulary by using it in context to explain the message of their piece of art, why it is unique, and the techniques used (discourse). Student 1 focused on the vocabulary introduced in Lesson 1 on how to communicate a message through art. Student 2 elaborated on the techniques used in Lesson 2. Student 3 started her artist statement by making a list of the materials and techniques. There is no evidence that she understood the meaning of any of the terms or how to begin an artist's statement. Later she used three vocabulary terms when she described the elements in her work of art. So while she is able to explain the message of her art, she is still struggling with using the vocabulary accurately and how to begin and organize an artist's statement (structure and vocabulary). She will need guidance in how to effectively begin an artist statement and how to incorporate the vocabulary in her writing and to understand the vocabulary involved."

**What distinguishes a Level 5 from a Level 4:** At Level 5, the candidate meets Level 4  
**AND**

- Explains and provides evidence that students with distinct language needs are using the language for content learning.

## Assessment Rubric 15: Using Assessment to Inform Instruction

**VA15: How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?**

### The Guiding Question

The Guiding Question addresses how the candidate uses conclusions from the analysis of student work and research or theory to propose the next steps of instruction. Next steps should be related to the standards/objectives assessed and based on the assessment that was analyzed. They also should address the whole class, groups with similar needs, and/or individual students.

### Key Concepts of Rubric:

- N/A

#### Primary Sources of Evidence:

Assessment Commentary **Prompt 4**

### Scoring Decision Rules

<p>▶ <b>Multiple Criteria</b></p>	<ul style="list-style-type: none"> <li>■ Criterion 1 (primary): Next steps for instruction</li> <li>■ Criterion 2: Connections to research/theory</li> <li>■ Place greater weight or consideration on criterion 1 (next steps for instruction).</li> </ul>
<p>▶ <b>AUTOMATIC 1</b></p>	<ul style="list-style-type: none"> <li>■ None</li> </ul>

### Unpacking Rubric Levels

#### Level 3

##### Evidence that demonstrates performance at Level 3:

- *Primary Criterion:* The next steps focus on support for student learning that is general for the whole class, not specifically targeted for individual students. The support addresses learning related to the learning objectives that were assessed.
- *Secondary Criterion:* The candidate refers to research or theory when describing the next steps. The connections between the research/theory and the next steps are vague/not clearly made.
- If evidence meets the primary criterion at Level 3, the rubric is scored at Level 3 **regardless of the evidence for the secondary criterion.**
- If evidence meets the primary criterion at Level 4, and candidate has NO connection to research/theory, the rubric is scored at Level 3.

#### Below 3

##### Evidence that demonstrates performance below 3:

- The next steps are not directly focused on student learning needs that were identified in the analysis of the assessment.

- Candidate does not explain how next steps are related to student learning.

**What distinguishes Level 2 from Level 3:** At Level 2,

- The next steps are related to the analysis of student learning and the standards and learning objectives assessed.
- The next steps address improvements in teaching practice that mainly focus on how the candidate structures or organizes learning tasks, with a superficial connection to student learning. There is little detail on the changes in relation to the assessed student learning. Examples include repeating instruction or focusing on improving conditions for learning such as pacing or classroom management, with no clear connections to how changes address the student learning needs identified.

**What distinguishes Level 1 from Level 2:** There are **three different ways** that evidence is scored at Level 1:

1. Next steps **do not follow from** the analysis.
2. Next steps are **unrelated to the standards and learning objectives** assessed.
3. Next steps are **not described in sufficient detail** to understand them, e.g., "more practice" or "go over the test."

**Above 3**

**Evidence that demonstrates performance above 3:**

- Next steps are based on the assessment results and provide scaffolded or structured support that is directly focused on specific student learning needs to improve their learning relative to at least one of the following: interpreting art, developing works of art/design, and/or relating art to context.
- Next steps are supported by research and/or theory.

**What distinguishes Level 4 from Level 3:** At Level 4,

- The next steps are clearly aimed at supporting specific student needs for either individuals (2 or more students) or groups with similar needs to improve their learning relative to at least one of the following: interpreting art, developing works of art/design, and/or relating art to context. Candidate should be explicit about how next steps will strategically support individuals or groups and explain how that support will address each individual or group's needs in relation to the area of visual arts learning.
- The candidate discusses how the research or theory is related to the next steps in ways that make some level of sense given their students and central focus. They may cite the research or theory in their discussion, or they may refer to the ideas from the research. Either is acceptable, as long as they clearly connect the research/theory to their next steps.
- Scoring decision rules: To score at Level 4, the candidate must meet the primary criterion at Level 4 and make at least a fleeting, relevant reference to research or theory (meet the second criterion at least at Level 3).

**What distinguishes Level 5 from Level 4: At Level 5,**

- The next steps are clearly aimed at supporting specific student needs for both individuals and groups with similar needs to improve their learning relative to at least one of the following visual arts components: interpreting art, developing works of art/design, and/or relating art to context. Candidate should be explicit about how next steps will strategically support individuals and groups and explain how that support will address each individual's and group's needs in relation to the areas of visual arts learning.
- The candidate explains how research principles of research and theory support the proposed changes, with clear connections between the principles and the next steps. The explanations are explicit, well articulated, and demonstrate a thorough understanding of the research or theoretical principles involved.